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ABSTRACT

These three volumes, a primary Spanish reader, a bilingual play and a teacher's guide in English, are based on a Nahuatl legend about a time when the earth was silent and there was no music. In the legend, the wind god flies up to the sun and captures all the musicians and singers, taking them back to earth so there will be music for all. The teacher's guide suggests activities and teaching methods to present the material contained in the story and the play to pre-kindergarten through sixth grade children. These materials are correlated with the Spanish Curricula Development Center core materials of the Language Arts and Fine Arts Strands. (CK)

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LA MUSICA DEL SOL

A Play

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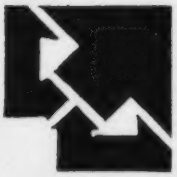

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LA MUSICA DEL SOL

PRIMARY GRADES

A play adapted and written by

NICK M. SANTIAGO

Developed by

C.A.N.B.B.E.

FAR WEST REGIONAL ADAPTATION CENTER
San Diego Unified School District
San Diego, California

February 1974

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INTRODUCTION

A class of Pre-School through Second Grade youngsters originally presented this play to the faculty, community and children of Mead School, San Diego City Schools, San Diego, California.

The ideas for this play came as a direct result of the book produced and developed by C.A.N.B.B.E. "La Musica Del Sol."

The story, "La Musica Del Sol," is particularly well adapted for presentation by children of all ages because of its simplicity and capacity to allow everyone in the class to participate. It was first thought that the children could act the parts with just masks depicting the various Gods in the play. However, when the idea of presenting this program for the Cinco de Mayo festivities was mentioned to the parents of the community, they immediately decided they would all take part in making each child a costume. One parent eagerly came up with a basic design for each boy and girl, taken from the pictures shown in the book. When this basic design was shown to the parents, they combined home, school and community resources and came up with the material for the costumes. The motivation seemed to snowball as they began to add props, curtains and other needed material.

Before the play was finally presented, the school, teachers, parents, and children were thoroughly involved in a spirit of cooperation and togetherness. The enthusiasm with which the parents participated in the program was beautifully expressed by their presence at all three performances given to the various classes in the school.

It is hoped that you will meet with the same success as we did.

Nick M. Santiago

LA MUSICA DEL SOL
Play Adaptation

by Nick M. Santiago

Characters

Sun God

Sky God

Wind God

Musician depicting a dog

Musician depicting two cars

Musician depicting a policeman

Musician depicting flowers

Musician depicting fruit

Musician depicting a bird

Group of 2-6 musicians playing lullabyes

Group of 2-6 musicians playing a love song

Group of 2-6 musicians playing war music

Group of 2-6 musicians playing happy songs

One narrator telling the running story in English

One narrator telling the running story in Spanish

ACT I

Scene

DARK CURTAINS WITH TWO LARGE PICTURES OF THE AZTEC SUN GOD PLACED ABOUT 8 FEET APART ON CURTAINS. CURTAIN PARTS AND THE TWO NARRATORS COME TO STAGE FRONT, TAKE A BOW AND POSITION THEMSELVES ON EACH SIDE OF THE STAGE.

SPANISH NARRATOR:

En todas partes hay sonidos. Hay el ruido del tráfico.

ENGLISH NARRATOR:

We have sounds everywhere. We have the sounds of traffic.

SOUND EFFECTS OF TRAFFIC. TWO CHILDREN ENTER BEHIND A TRAFFIC POLICEMAN. THE TRAFFIC POLICEMAN BLOWS HIS WHISTLE AND DIRECTS THE CHILDREN CARRYING THE CARDS OF CARS. AFTER TWO TRIPS AROUND STAGE, CHILDREN DEPART.

SPANISH NARRATOR:

También hay el canto de los pájaros y el ladrido de los perros.

ENGLISH NARRATOR:

We also have the sounds of the birds singing and dogs barking.

START SOUND EFFECTS OF BIRDS SINGING. A CHILD ENTERS WITH THE PICTURE OF A BIRD, TAKES TWO TRIPS AROUND THE STAGE AND DEPARTS. START SOUND EFFECTS OF A DOG BARKING. A CHILD ENTERS WITH PICTURE OF A DOG, TAKES TWO TRIPS AROUND THE STAGE AND DEPARTS.

SPANISH NARRATOR:

¿Pero sabías tú que hubo un tiempo en que el mundo estaba muy triste y silencioso? ¿Podrías imaginártelo?

ENGLISH NARRATOR:

But do you know there was a time when the world was sad and silent? Can you imagine?

POLICEMAN AND TWO CHILDREN CARRYING THE CARDS OF CARS RETURN TO TAKE TWO TRIPS AROUND THE STAGE AND DEPART. BOTH THE CHILD WITH THE BIRD AND THE CHILD WITH THE DOG COME OUT AND TAKE TWO TRIPS AROUND THE STAGE AND DEPART. THIS IS ALL DONE IN COMPLETE SILENCE.

SPANISH NARRATOR:

Eso es lo que nos dice un cuento que contaban los indios de México.

ENGLISH NARRATOR:

And this is how the story is told by the indians of México.

SPANISH NARRATOR:

En la religión de estos indios había varios dioses.

ENGLISH NARRATOR:

In the indian religion there were many gods.

SPANISH NARRATOR:

Un día, el dios del cielo dijo:

ENGLISH NARRATOR:

One day, the god of the sky said:

GOD OF THE SKY MAKES A GRAND ENTRANCE THROUGH THE CURTAINS. LIFTS HIS ARMS UPWARD AND SAYS:

SKY GOD:

El mundo está muy triste.

PAUSES FOR TRANSLATION

The world is very sad.

SKY GOD:

Tenemos luz.

POINTS TO STAGE LIGHTS.

We have light.

CHILDREN CARRYING FLOWERS AND FRUIT APPEAR.

SKY GOD:

¡Tenemos fruta! ¡Tenemos flores!

FOR OBVIOUS REASONS NO ENGLISH TRANSLATION NECESSARY.

¡Pero no tenemos música! Y el dios del cielo le habló al dios del viento.

But we don't have any music. So the Sky God called the wind god.

SKY GOD:

¡Dios del viento! ¡Dios del viento! ¡Dios del viento!

START SOUND EFFECTS OF HOWLING WIND. WIND GOD MAKES A FLYING ENTRANCE ON STAGE, WHIRLS AROUND ENERGETICALLY, FLIES BACK BEHIND CURTAINS.

¡Dios del viento! ¡Dios del viento! ¡Dios del viento!

WIND GOD MAKES ANOTHER GRAND APPEARANCE, TAKES A TURN AROUND THE STAGE AND STOPS IN FRONT OF THE SKY GOD.

Anda a ver al sol. El tiene todos los músicos y cantantes. Anda y tráelos contigo a la tierra.

Go to the sun. He has all of the musicians and singers. Go and bring them to the earth.

START SOUND EFFECTS OF HOWLING WIND AGAIN. WIND GOD FLIES AROUND THE STAGE. MAKES A WHIRLING DEPARTURE. SKY GOD DEPARTS THROUGH THE CENTER OF THE CURTAINS. STOP SOUND EFFECTS OF HOWLING WIND.

SPANISH NARRATOR:

El viento se fue volando y subió hasta el techo del mundo. Allí encontró al sol con los músicos y cantantes.

ENGLISH NARRATOR:

The wind god went flying to the roof of the sky. There he found the sun with the musicians and singers.

ACT II

STAGE CURTAINS ARE PULLED BACK TO REVEAL THE SUN GOD (SUN) ON TOP OF A LADDER OR ANY OTHER HIGH PLACE. WIND GOD IS HIDING BEHIND A CLOUD. (A CURTAIN WILL DO.)

Vió a los músicos de color blanco cantando canciones para bebitos.

He saw the musicians in white singing lullabyes.

MUSICIANS IN WHITE (DRESSED IN WHITE COSTUMES) SLOWLY WALK OUT SINGING A LULLABYE. THEY TAKE TWO TRIPS AROUND THE STAGE AND SETTLE DOWN UNDER THE SUN. SUN GOD THROWS GOLD PIECES OF TISSUE PAPER ON THEM.

Vió a los músicos colorados tocando música de guerra.

He saw the musicians in red playing war music.

MUSICIANS IN RED COME OUT BANGING A WAR BEAT ON THEIR DRUMS. THEY TAKE TWO TRIPS AROUND THE STAGE AND SETTLE DOWN UNDER SUN GOD. SUN THROWS GOLD PIECES OF PAPER ON THEM.

Vió a los músicos de color azul que cantaban canciones de amor.

He saw the musicians in blue singing love songs.

MUSICIANS IN BLUE COME OUT WITH THEIR GUITARS (PRETENDING THEY ARE PLAYING) SINGING CIELITO LINDO. THEY TAKE TWO TRIPS AROUND THE STAGE AND SETTLE UNDER THE SUN. THE SUN THROWS GOLD ON THEM.

Vió a los músicos amarillos que cantaban alegremente.

He saw the yellow musicians singing happy songs.

MUSICIANS IN YELLOW COME OUT SKIPPING AND SINGING DOS Y DOS. THEY TAKE TWO TRIPS AROUND THE STAGE AND SETTLE UNDER THE SUN. SUN THROWS MORE GOLD ON THEM. THE SUN COMES DOWN FROM HIS LOFTY PLACE AND SLOWLY THROWS MORE GOLD ON EACH ONE OF THE GROUPS. AS HE DOES SO, HE LEADS THEM INTO A BIG CIRCLE TO THE CENTER OF THE STAGE. AS HE BRINGS EACH GROUP TO THE CENTER, THEY SING OR PLAY THEIR PART. EACH GROUP BECOMING SILENT AS THE NEXT GROUP STARTS THEIR SINGING. (TO REINFORCE THE SINGING, YOU COULD HAVE THE OTHER GROUPS SING ALONG WITH THEM.) EACH MUSICIAN SITS WITH HIS OWN GROUP IN THIS GREAT BIG CIRCLE. BY NOW THE SUN GOD HAS RUN OUT OF GOLD SO HE TELLS THEM:

SUN GOD:

¡Voy a buscar mas oro!

THE SUN LEAVES THE STAGE.

I'm going to look for more gold!

AND WHILE THE SUN GOD IS LOOKING FOR MORE GOLD, THE WIND GOD WILL TRY TO CAPTURE THE MUSICIANS AND SINGERS. (START HOWLING WIND EFFECT.) WIND GOD FLIES AROUND AND IN BETWEEN THE MUSICIANS. MUSICIANS AND SINGERS START TO SHAKE. WIND GOD GRABS A HOLD OF ONE CHILD'S HAND AND THEY ALL GET UP AND HE SLOWLY BEGINS TO LEAD THEM AWAY. BEFORE HE IS ABLE TO GET THEM OFF STAGE, THE SUN GOD REAPPEARS AND YELLS:

SUN GOD:

¡No se vayan!

Don't go!

WIND GOD PICKS UP SPEED AND ALL OF THE MUSICIANS AND SINGERS BEGIN RUNNING OFF STAGE. SUN GOD RUNS AFTER THEM.

SPANISH NARRATOR:

Según los indios Aztecas de México así fue como vino la música a la tierra. Por eso hoy se oye el canto de la mujer a su niño, el canto de el agua cuando corre, y el canto del pájaro en su nido. Desde entonces, todo en la vida tiene su música.

ENGLISH NARRATOR:

According to the Aztec indians of Mexico, that is how music came to the earth. That is why today one hears the song of a mother singing to her baby, the song of a running brook, and the song of a bird in its nest. Since then everything in life has music.

BOTH NARRATORS POINT TO THE STAGE AND WE NOW SEE THE WIND GOD BRINGING IN EACH GROUP ONE AT A TIME. THEY SING THEIR PART AND STAND STAGE FRONT FACING THE AUDIENCE. WIND GOD GETS EACH GROUP IN THIS MANNER UNTIL ALL ARE ON STAGE. THE LAST TO APPEAR ARE THE MUSICIANS IN YELLOW. THEY SING DOS Y DOS AND AT THE END OF THEIR LAST SENTENCE, EVERYONE TAKES A BOW. CURTAINS CLOSE.

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LA MUSICA DEL SOL

Un cuento náhuatl

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LA MUSICA DEL SOL

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EDUCACION PRIMARIA

Escrito e Ilustrado

por

JOSUE M. GONZALEZ Y MARY L. PEREZ

Producido por

C.A.N.B.B.E.

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San Diego, California

Febrero 1974

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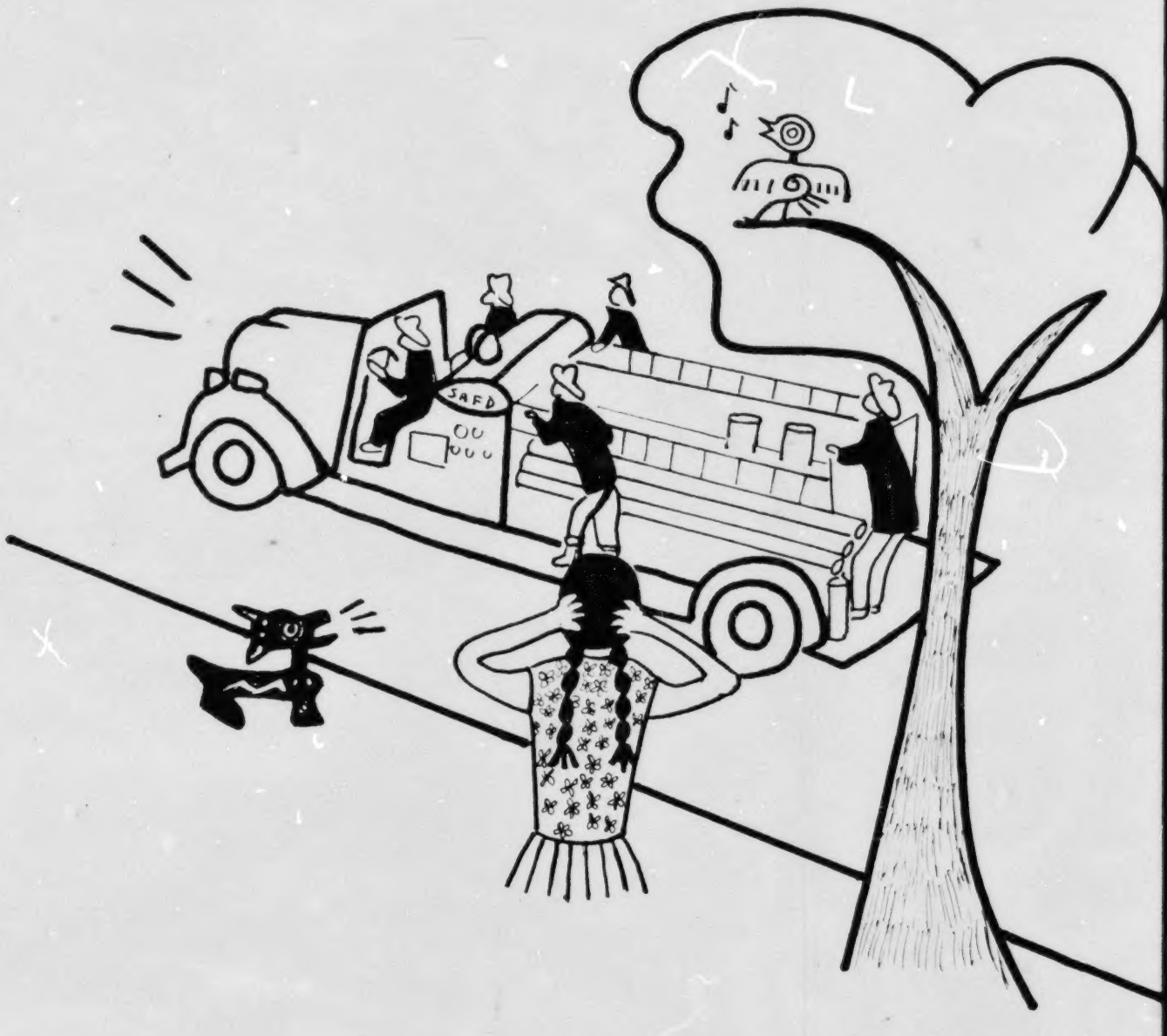
EN TODAS PARTES HAY SONIDOS. HAY EL RUIDO DEL TRÁFICO Y EL CHILLIDO DE LA SIRENA DE LOS BOMBEROS. TAMBIÉN HAY EL CANTO DE LOS PÁJAROS Y EL LADRIDO DE LOS PERROS.

PERO, ¿SABÍAS TÚ QUE HUBO UN TIEMPO EN QUE EL MUNDO FUE MUY TRISTE Y SILENCIOSO? ESO ES LO QUE NOS DICE UN CUENTO QUE CONTABAN LOS INDIOS DE MÉJICO.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EN LA RELIGIÓN DE ESTOS INDIOS HABÍA VARIOS DIOSES. UN DÍA, UNO DE ESTOS, EL DIOS DEL CIELO, DIJO, "EL MUNDO ESTÁ MUY TRISTE. TENEMOS LUZ, TENEMOS COLORES Y TENEMOS FRUTAS Y FLORES. PERO NOS FALTA LA MÚSICA. NECESITAMOS MÚSICA PARA QUE LA MAMÁ PUEDA CANTARLE A SU BEBITO Y PARA LOS PAJARITOS EN SUS NIDOS. NECESITAMOS MÚSICA PARA EL AGUA CUANDO CORRE Y PARA EL HOMBRE CUANDO TRABAJA. TODO EN LA VIDA DEBE TENER SU MÚSICA.

EL DIOS DEL CIELO MANDÓ LLAMAR AL VIENTO Y LE DIJO, "ANDA A VER AL SOL. EL TIENE TODOS LOS MÚSICOS Y LOS CANTANTES. ANDA Y TRÁELOS CONTIGO A LA TIERRA."

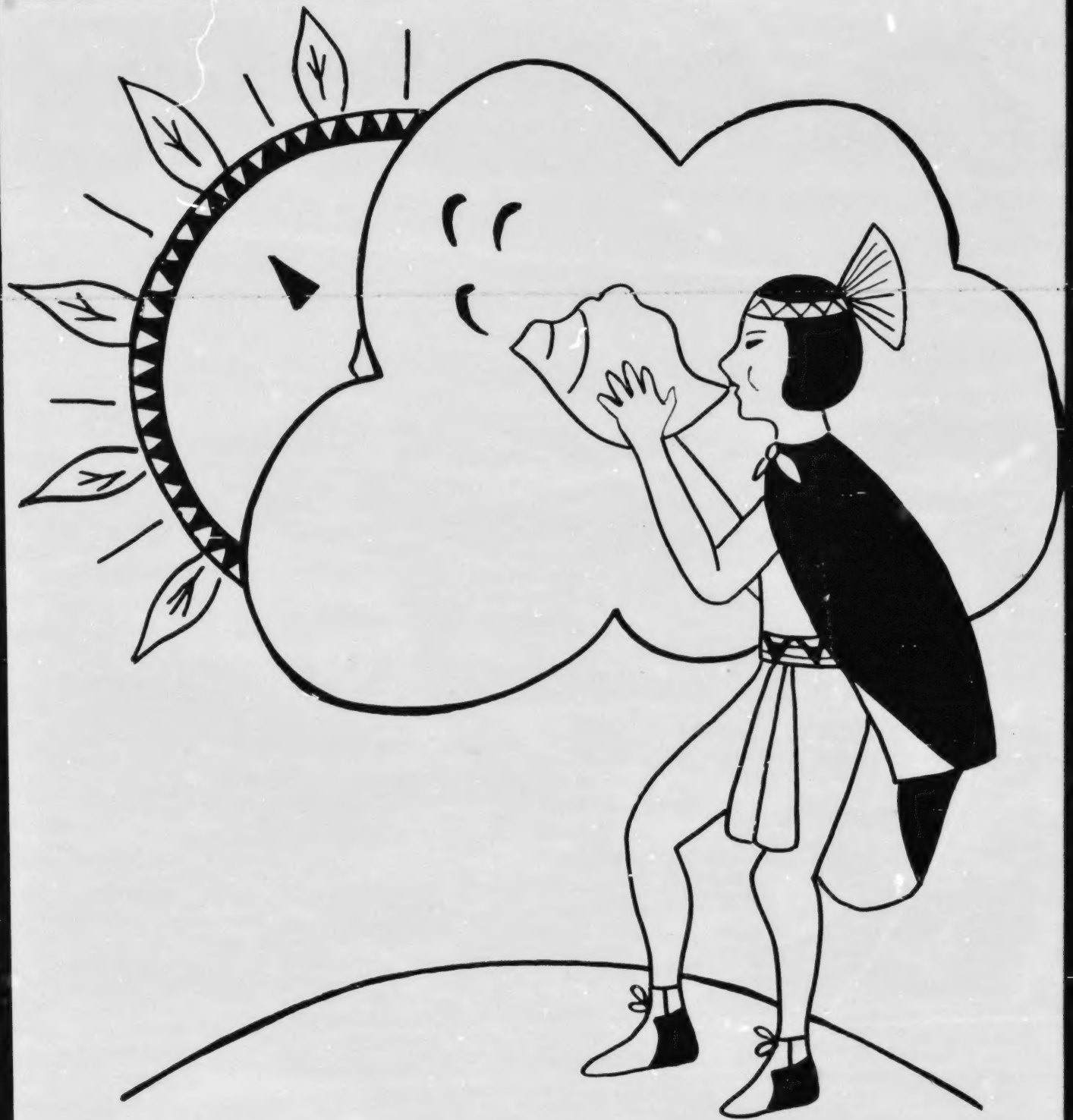
EL VIENTO SE FUE VOLANDO Y SUBIÓ HASTA EL TECHO DEL MUNDO. ALLI ENCONTRÓ A LOS MÚSICOS CON SUS CANCIONES. TODOS VIVÍAN CERCA DEL SOL EN UN NIDO DE LUZ.

CUANDO LLEGÓ EL VIENTO, VIO A LOS MÚSICOS DE COLOR BLANCO QUE CANTABAN CANCIONES PARA LOS BEBITOS EN SUS CUNAS.

VIO A LOS MÚSICOS AZULES QUE CANTABAN ACERCA DE LAS NUBES Y SUS VIAJES POR EL CIELO.

VIO A LOS MÚSICOS COLORADOS QUE CANTABAN A-

CERCA DEL AMOR Y DE LAS GUERRAS.



VIO TAMBIÉN A LOS MÚSICOS AMARILLOS QUE CANTABAN ALEGREMENTE MIENTRAS EL SOL IBA HASTA LAS PUNTAS DE LAS MONTAÑAS A RECOGER EL ORO.

EL SOL VIO AL VIENTO PASEÁNDOSE ENTRE LOS MÚSICOS Y LES MANDÓ QUE DEJARAN DE TOCAR Y DE CANTAR PARA QUE EL VIENTO NO SE LOS LLEVARA.

ENTONCES EL VIENTO LLAMÓ A LOS MÚSICOS Y LES PIDIÓ QUE BAILARAN ALREDEDOR DEL SOL.

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EL VIENTO SE PUSO MUY ENOJADO PORQUE LOS MÚSICOS NO LE HICIERON CASO Y MANDÓ TRAER UNA TORMENTA. LOS MÚSICOS SE ASUSTARON CON LOS TRUENOS. SE FUERON CORRIENDO Y SE SUBIERON EN LOS BRAZOS DEL VIENTO.

EL VIENTO RECOGIÓ A LOS MÚSICOS Y SE LOS LLEVÓ A LA TIERRA. AL VERLOS VENIR, LA TIERRA SE SONRIÓ Y EL VIENTO SE PUSO A CANTAR TAMBIÉN.

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SEGÚN NUESTROS ANTEPASADOS, LOS INDIOS AZTECAS DE MÉJICO, ASÍ FUE COMO VINO LA MÚSICA A LA TIERRA. ASÍ APRENDIERON A CANTAR LAS MUJERES A SUS BEBITOS, LOS HOMBRES AL TRABAJAR, EL AGUA CUANDO CORRE Y LOS PÁJAROS EN SUS NIDOS. DESDE ENTONCES, TODO EN LA VIDA TIENE SU MÚSICA.

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TEACHER'S GUIDE

Written

by

NICK M. SANTIAGO

February 1974

Developed by

C.A.N.B.B.E.

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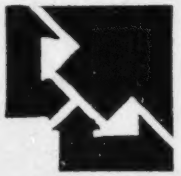

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FOREWORD

The Dissemination Center for Bilingual Bicultural Education takes pleasure in publishing and disseminating *LA MUSICA DEL SOL*, which consists of a story, a play and a Teacher's Guide.

LA MUSICA DEL SOL, un cuento náhuatl and *LA MUSICA DEL SOL*, a play, are designed for the Spanish speaking children from Pre-K through 6th grade, and have been developed by the Curriculum Adaptation Network for Bilingual Bicultural Education, Far West Regional Adaptation Center in San Diego, California.

The content of the story and the play of *LA MUSICA DEL SOL* is based on a nahuatl poem which comes from an Aztec legend, that tells of a time when the world was silent and sad because there was no sound. Then it tells how the beauty of sound was brought to the eart . The Teacher's Guide presents basic classroom strategies and suggestions to help the teachers to introduce this material.

This material is generally correlated with the SCDC curriculum core materials of the Language Arts and Fine Arts Strands.

This edition and the children's books of *LA MUSICA DEL SOL* were edited and prepared for publication by Elsa Sánchez de la Vega-Lockler, editor, of the DCBBE, Austin, Texas.

Requests for information concerning *LA MUSICA DEL SOL*, play, story or Teacher's Guide or other bilingual materials should be addressed to the Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721.

Juan D. Solís
DIRECTOR

INTRODUCTION

Before any material can be of value in the elementary classroom, it must contain one basic ingredient: *Interest.*

Children can be motivated to listen and participate in any activity as long as the material being presented is *INTERESTING*. *La Música Del Sol* can provide a variety of activities in the classroom because it not only is appealing, but it also has the extra ingredients needed to excite children from Pre-K through 6th grade. The material adapts itself for use in the SCDC Fine Arts kits as an alternate lesson.

In a totally monolingual environment, *La Música Del Sol* relates particularyly well to the Mexican-American child. The theme of this story is based on the history of the Aztec Indian. This provides an already culturally rich child with those opportunities to express himself socially in his/her native language of Spanish.

PRESENTATION

To aid the teacher in presenting this material, the methods of application are divided into two main topics: (1) STUDENT LISTENING and (2) STUDENT PARTICIPATING.

I. STUDENT LISTENING

	Participation	Materials Needed
La Música Del Sol is a mythical story of how a totally silent and sad world was transformed into a beautiful world of happy sounds.		
A. Prepare students for listening by placing them in a semi-circle facing the teacher.		
B. Introduce story by reading the first paragraph. Play recording of the various sounds to be heard in the world today.	Students listen	Record player Recording of sounds Tape recorder with blank tape
C. Read second paragraph and have students listen to what it would be like in a silent world. Play blank tape. In absence of tape, ask for a minute of silence.	Students listen	
D. Discuss the beauty and necessity of sound. Ask, "Why would you need to hear a baby cry? What would happen if you couldn't hear musical instruments?"	Students discuss importance of sounds.	

I. STUDENT LISTENING (continued)	Participation	Materials Needed
E. Read each succeeding paragraph placing the appropriate visual on the chalk tray.	Students listen and look	Each visual colorfully represented and placed on cardboard for strength

II. STUDENT PARTICIPATING	Participation	Materials Needed
A. Play the part of the narrator and have each pupil take part in the story. Assign parts by giving each student a visual.	Students receive visuals	2 visuals of the earth god 2-3 copies of the firetruck god 1 each of the remaining visuals in the story. (page 3)
B. Prepare students for imitation of sounds.	4-5 children practice making sounds of fire-truck, birds, baby crying, dog barking	Bell for firetruck
C. Prepare students that will represent the wind god.	2-3 students play the role of the wind god. Practice howling of wind.	Visual of the god of the sky. (page 5)
D. Prepare students that will represent the musicians		
1. Musicians in white	3-4 students play wind instruments after narrator reads this part.	3-4 small wind instruments
2. Musicians in red	4-6 students playing per-cussion instruments	Drums, tamborines, sticks, small bongos

II. STUDENT PARTICIPATING

	Participation	Materials Needed
3. Musicians in green	4-5 students playing triangles - guiros	triangles, güiros
4. Musicians in yellow	5-6 students ding 3 students look for gold (missing sounds)	Sing song in appendix to the tune of Dos y Dos
E. Assign student to play the angry god.	Student playing the angry sun god returns, growls. Musicians in yellow hide behind wind god. Wind god tells yellow, green, red, and white musicians to dance around sun god. Wind god becomes angry, throws lightning and makes noise of thunder. Students playing drums harder.	Student with visual representing sun god. Student with visual of wind god. Two props looking like lightning. Drums.
F. Have students leave sun god following the wind god.	Wind god leads the sounds of music in a parade around the classroom.	

OTHER SUGGESTED ACTIVITIES:

1. Have students receive outlined copies of the visuals and have them fill it in with their own choice of colors.
2. Select able students to narrate the story.
3. Produce a full scale play complete with costumes prepared by students.
4. Have students make hand puppets depicting the various characters and dramatize the story in a puppet theatre.

APPENDIX

La Música Del Sol

Busca el tesoro,
Que no está aquí,
Busca el tesoro,
Que no está aquí.

Tráelo a la tierra,
Que lo queremos ver,
Tráelo a la tierra,
Que lo queremos ver.

Si no se encuentra el oro,
No podemos cantar,
Si no se encuentra el oro,
No podemos cantar.

Se camina a la montaña,
Y se busca allí,
Se camina a la montaña,
Y se busca allí.

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